

Title: *Difficulties in drawing development in preschool age*

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Abstract

The submitted dissertation is focused on the observation of difficulties in the drawing development of preschool children. Drawing is a typical means of expression of a child, it is often considered as a spontaneous and natural activity. Nevertheless in the population of preschool children we may find some kids who do not draw at all, or they start to draw at a much later stage than it is common amongst the ordinary population, or they may also react negatively to drawing. Within this work a phenomenon in which the child's drawing distinctively does not correspond to his cognitive abilities due to the risk of a specific disability of drawing adoption (dyspinxia) or due to another crisis of imaging in the preschool age. The focus of the research lies in the processing of quantitative methods (intellectual abilities test, drawing tests), however additional information is also derived from the qualitative methods (anamnesis, interview, observation, essay). In the methodology a new evaluation system for the scoring of children's drawings regardless of the depicted theme is introduced. A part of the work also suggests an intervention for the cultivation of children's drawing display and an improvement of the relation to the drawing activity.

Keywords:

Children's drawing, preschool age, drawing disability, crisis of depiction